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ABSTRACT

The impact of changes in the 1994-95 reauthorization of Title I of the Elementary and Secondary Education Act on the operations and effectiveness of Title I programs in the Great City Schools was studied through a survey of urban school districts. Responses were submitted by 34 school districts, representing approximately 23% of the Title I student population. Survey findings indicate that the 1994-95 reauthorization of Title I had a substantial impact in the member districts of the Council of Great City Schools in terms of those served by the program, how it is operated, and the results it achieves. The number of students and schools benefiting from the program increased significantly, a growth that was partly the result of increased funding and partly the result of changing the eligibility of schools designated as "schoolwide" program sites. The number of eligible students in private schools increased, as did the number of private schools served. The survey also shows that a number of urban school districts also have content and performance standards in place for their Title I students, indicating that the work that has been done to raise standards in urban schools since the reauthorization has been significant. These findings are a progress report on Title I in urban schools, but do not represent the results from a complete program evaluation. They do suggest that the standards-based approach of the reauthorized Title I is bearing fruit in urban schools. Appendixes contain Title I data by district and sample Title I program descriptions. (Contains 29 figures.) (SLD)

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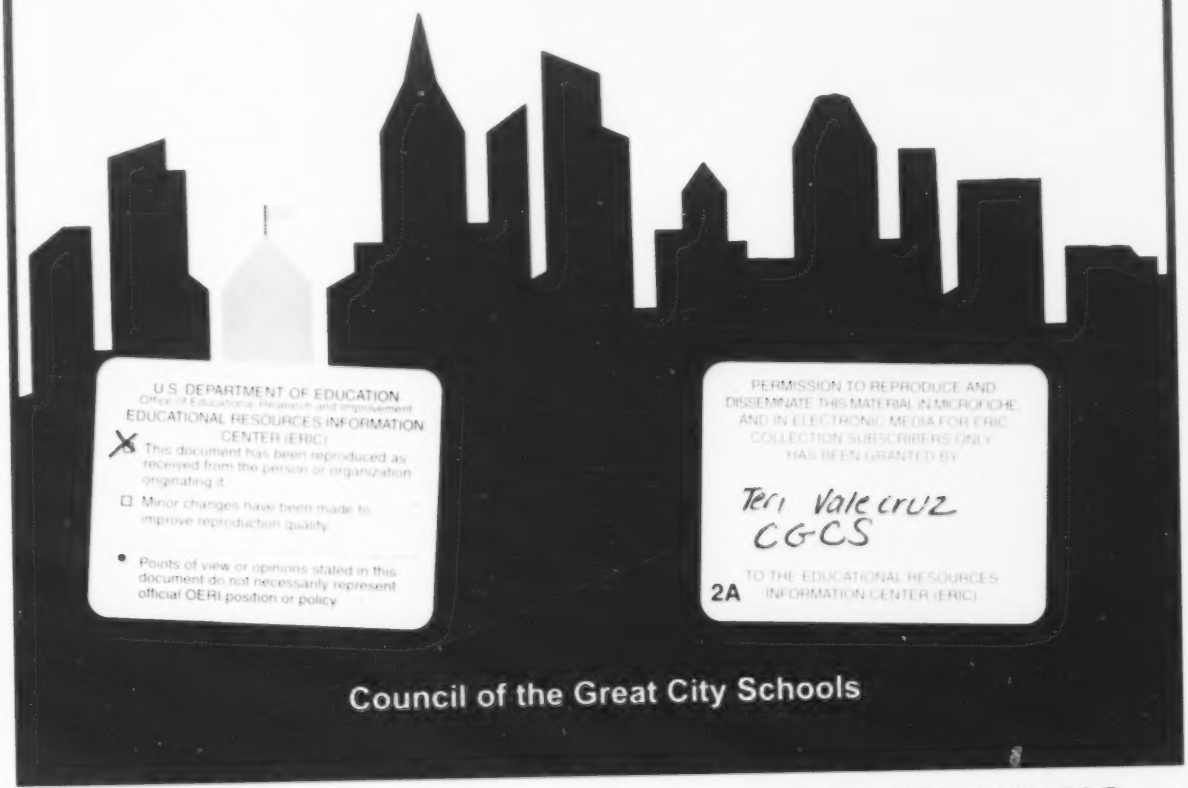
REFORM AND RESULTS:

An Analysis of Title I in the Great City Schools

1994-95 to 1997-98

March 1999



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REFORM AND RESULTS:

An Analysis of Title I in the Great City Schools

1994-95 to 1997-98

March 1999

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Reform and Results: An Analysis of Title I in the Great City Schools 1994-95 to 1997-98

Background.

Title I of the Elementary and Secondary Education Act (ESEA) is the largest source of federal financial assistance to the nation's schools. It provides nearly $8.0 billion annually to educate children in the country's poorest schools. Some 95% of all schools in the country with poverty rates over 75% currently participate in the program, and about three-quarters of all Title I funds go to schools with poverty rates in excess of 50%. The program reaches some 11 million poor students nationwide, about two-thirds of whom are in grades 1-6, providing additional instructional time and support in reading, math, and science.

Nearly 30% of Title I's resources are devoted to spurring achievement in the nation's largest urban public school districts, according to data from the Council of the Great City Schools, making the program one of the largest and most critical efforts for improving the quality of instruction in the inner cities. Boosting achievement in the nation's urban areas and its poorest rural schools has been a focus of the program from its inception.

The last reauthorization of ESEA introduced a new approach, however, for how Title I would raise the achievement of students in these poor communities. The program's focus since 1965 on remedial or compensatory education was shifted toward raising the academic standards for the poorest children to the same level expected from the wealthiest. In addition, Title I moved away from serving individually-identified eligible students toward serving all students in the poorest schools. Program resources were further targeted, parent involvement was spurred, and high quality teaching was emphasized as key components of the last ESEA overhaul.

Effectiveness of Title I.

Title I's effectiveness has been evaluated repeatedly since 1965, usually through large-scale national assessments designed to present policymakers with the broadest estimation of program effectiveness. Historically, these evaluations of the program have indicated that Title I was having a modest although uninspiring impact on student achievement. The most recent assessment, "Promising Results, Continuing Challenges," however, concluded that Title I resources had become better targeted toward the neediest children since the last reauthorization; that states were making progress in developing higher academic standards for teaching poor children; and that student achievement showed gains among those who were targets of Title I services.

Less common have been examinations of how the program works at the local level, or more specifically, in major cities. In addition, many of the national assessments—including the one recently published—lack the kind of data that inform Congress and other policymakers about trends in urban school districts. This report is an attempt to supplement the most recent national assessment with additional information on the effects of the last reauthorization on urban school Title I program operations and performance.

How This Study Was Conducted.

The purpose of this study is to assess the impact of changes in the 1994-95 reauthorization on the operations and effectiveness of Title I in the Great City Schools. Key questions about program participation, instruction, schoolwide projects, parent involvement, student achievement, and other features were judged to be of greatest interest and importance to Congress as it re-evaluated the program, so were included in this study.

Questions were developed on each of the key program components and assembled into a survey of urban school districts. Title I program directors from the cities were asked to review drafts of the survey to ensure that questions could be answered and to ensure that the most critical issues were addressed. Data from the Great City Schools were requested for school years 1994-95, 1996-97, and 1997-98. Surveys were mailed to 50 of the member systems of the Council of the Great City Schools. Follow-up phone calls were made to provide technical assistance and to resolve problem areas. Results were submitted by 34 urban school systems (a response rate of 68%), which enroll some 2.5 million Title I children or roughly 23% of the nation's Title I student population. In addition to the findings presented in the text, this report contains one appendix displaying data city-by-city and another appendix containing annotations of sample programs.

This study is not a full-fledged evaluation of the program nor is it a comprehensive examination of every aspect of Title I in urban schools. It is, instead, a progress report on the effect of the last Title I reauthorization on key program features and on urban student achievement.

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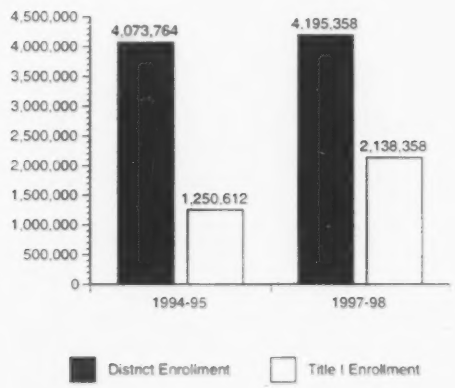
Number of Title I Schools and Students

One of the most critical changes made to Title I in the 1994-95 reauthorization involved the use of program funds for schoolwide improvement. Schools that were once required to be at least 75% poor before using their Title I resources to improve instruction for all students in the building could now be just 50% poor. Urban schools were asked how the change in the law affected the number of schools and students participating in Title I. Results showed a major shift in urban school program participation between 1994-95 and 1997-98.[1] (See figures 1 and 2).

- The number of urban school students receiving Title I service increased from 1,250,612 to 2,138,358 (+71.0%).

- The percentage of all urban school students receiving Title I service increased from 30.7% to 51.0%.

Figure 1. Urban District and Title I Enrollments 1994-95 and 1997-98



N=26 school districts

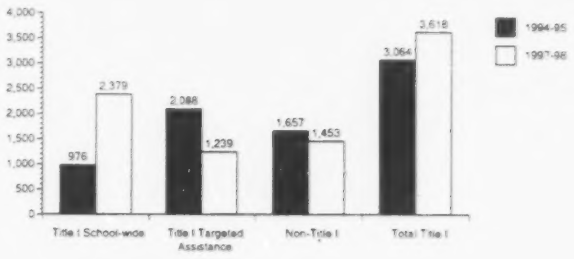
- The number of urban schools that participated in Title I increased from 3,064 to 3,618 (+18.1%).

- The number of urban schools that participated in Title I on a "schoolwide" basis increased from 976 to 2,379 (+143.8%).

- The number of urban schools that participated in Title I on a "targeted assistance" basis decreased from 2,088 to 1,239 (-40.7%).

1 Only urban school districts reporting data for both 1994-95 and 1997-98 were included for comparisons throughout the report. Appendix A lists data for all districts regardless of reporting year. Therefore the totals for the comparisons may be different from totals in Appendix A.

Figure 2. Number of Title I Schools by Type 1994-95 and 1997-98



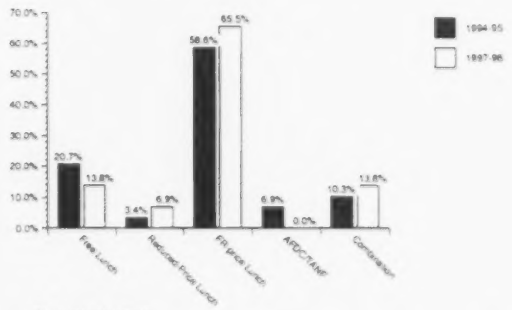
N=24 school districts

- The number of urban schools that did not participate in Title I decreased from 1,657 to 1,453 (-12.3%).

Criteria for Selecting Schools

The 1994-95 reauthorization also changed the criteria for determining which schools would be eligible for Title I funding and how funds were allocated to those schools. The old program selected schools for participation based on their annual test scores, resulting in schools moving in and out of eligibility and therefore disrupting services. The new law required school districts to select and fund schools based on various measures of student poverty. More stability in individual school participation in Title I was the expected result. While this study did not examine explicitly whether greater stability was created, it did inquire about the factors urban schools used to determine school eligibility and funding. Results indicate that urban schools have moved toward using both free and reduced lunch data to determine Title I school eligibility and funding, which should prevent schools from moving in and out of eligibility. (See figure 3).

Figure 3. Criteria Used for Title I Eligibility 1994-95 and 1997-98



N=29 school districts

* Combination is defined as the use of any of the free and reduced-price lunch categories and AFDC/TANF or some other criteria not listed.

- The percentage of urban school districts using only free-lunch to determine school eligibility for Title I services declined from 20.7% to 13.8%.

- The percentage of urban school districts using only reduced-price lunch to determine school eligibility for Title I services increased from 3.4% to 6.9%.

- The percentage of urban school districts using both free or reduced-price lunch to determine school eligibility for Title I services increased from 58.6% to 65.5%.

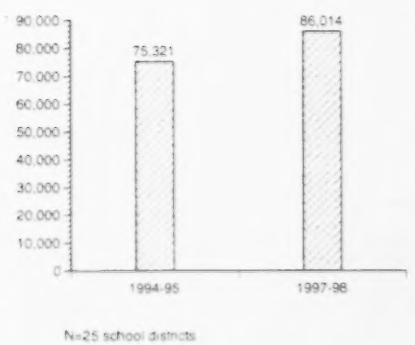
Private Schools

Since Title I was first authorized in 1965, the program has provided instructional services for private school students in poor communities. The 1994-95 reauthorization of the program did not substantially change the "child benefit" concept underlying services for private school children. But a 1996 U.S. Supreme Court reversal of its *Aguilar v. Felton* decision has made it easier for public schools to provide services to students on private school premises. An increase in private school students participating in Title I may have been the result. (See figures 4 and 5).

- The number of private school students receiving Title I service from urban public schools increased from 75,321 to 86,014 (+14.2%).

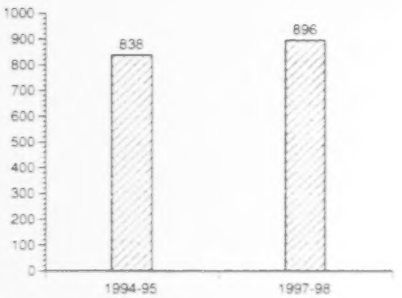
- The number of private schools receiving Title I services from urban public schools increased from 838 to 896 (+6.9%).

Figure 4. Number of Private School Students Provided Title I Academic Support by Urban Districts 1994-95 and 1997-98



N=25 school districts

Figure 5. Number of Private Schools Provided Title I Academic Support by Urban Districts 1994-95 and 1997-98



N=25 school districts

Content and Performance Standards

One of the most substantive changes in Title I in the last reauthorization involved the program's requirement to set high academic standards for all children. States and urban school systems have been actively developing new academic standards since about 1993, with the passage of Goals 2000 and growing national pressure for raising expectations for the performance of all children. Results of this survey indicate that most urban school districts now have in place for their Title I students a set of academic and performance standards in reading and math at most grade spans. (See figure 6).

- Some 93.8% of urban school districts reported having in place reading content standards at the elementary and middle grade levels; and 84.4% do at the secondary grade levels.

- Some 78.1% of urban school districts reported having in place reading performance standards at the elementary; 79.1% at the middle grade levels; and 68.8% do at the secondary grade levels.

- Some 90.6% of urban school districts reported having in place math content standards at the elementary and middle grade levels; and 84.4% do at the secondary grade levels.

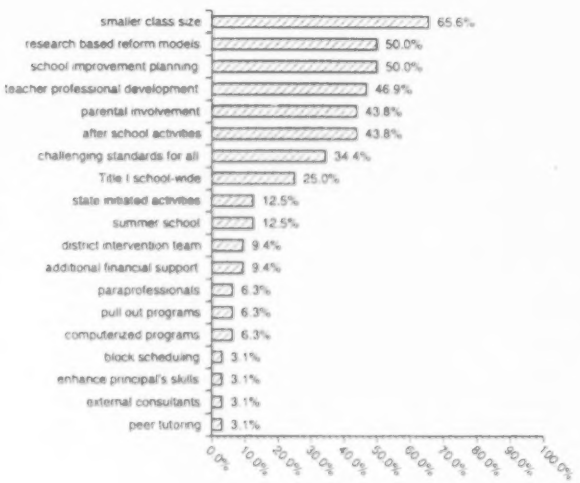
- Some 75.0% of urban school districts reported having in place math performance standards at the elementary and middle grade levels; and 68.8% did at the secondary grade levels.

Figure 6. Percent of Urban Districts with Content and Performance Standards in Reading and Math by Grade Level, 1997-98

	Content		Performance	
	Reading	Math	Reading	Math
Elementary	93.8%	90.6%	78.1%	75.0%
Middle	93.8%	90.6%	79.1%	75.0%
High	84.4%	84.4%	68.8%	68.8%

N=32 school districts

Figure 7. Successful Title I Strategies Used by Urban Districts 1997-98


smaller class size 65.6%
research based reform models 50.0%
school improvement planning 50.0%
teacher professional development 46.9%
parental involvement 43.8%
after school activities 43.8%
challenging standards for all 34.4%
Title I school-wide 25.0%
state initiated activities 12.5%
summer school 12.5%
district intervention team 9.4%
additional financial support 9.4%
paraprofessionals 6.3%
pull out programs 6.3%
computerized programs 6.3%
block scheduling 3.1%
enhance principal's skills 3.1%
external consultants 3.1%
peer tutoring 3.1%
0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%

N=32 school districts

Successful Program Strategies

Urban school districts have been pursuing a number of strategies to attain higher academic standards and to boost student achievement with Title I funding, including reducing class size, conducting better planning, and using after-school programming. This study asked urban school districts about what strategies they were using with Title I resources that they believed were producing the best results in raising student achievement. (See figure 7).

- Some 65.6% of urban school districts reported that their most successful strategies for boosting Title I student achievement involved reducing class sizes.

- Some 50.0% of urban school districts reported that their most successful strategies for boosting Title I student achievement involved the use of research-based reform models; and better school improvement planning.

- Some 46.9% of urban school districts reported that their most successful strategies for boosting Title I student achievement involved better professional development.

- Some 43.8% of urban school districts reported that their most successful strategies for boosting Title I student achievement involved greater parental involvement, and more extensive after-school programs.

- Some 34.4% of urban school districts reported that their most successful strategies for boosting Title I student achievement involved setting more challenging academic standards.

- Some 25.0% of urban school districts reported that their most successful strategies for boosting Title I student achievement involved using schoolwide programming.

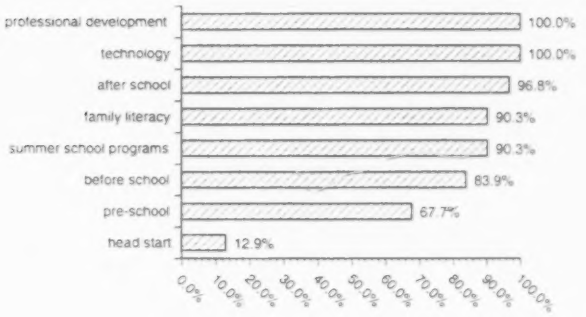
- Some 12.5% of urban school districts reported that their most successful strategies for boosting Title I student achievement involved state interventions or summer school programs.

- Just 3.1% of urban school districts reported that their most successful strategies for boosting Title I student achievement involved the use of external consulting, peer tutoring, block scheduling, or professional development for principals.

Use of Funds

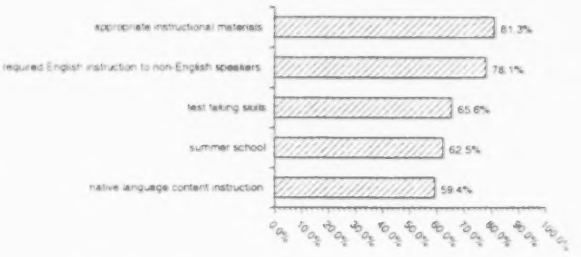
A number of educational strategies have recently received substantial public attention as ways to boost student learning. The federal Title I program was broadened to provide additional flexibility for local school systems to support new types of activities. Urban school districts were asked specifically about their use of Title I for particular kinds of programs or strategies for enhancing student performance. (See figure 8).

Figure 8. Use of Title I Funds by Urban Districs
1997-98



N=31 school districts

Figure 9. Academic Support Provided for Limited English Proficient Students in Title I
1997-98



N=32 school districts

- Virtually 100.0% of urban school districts reported using their Title I funds to provide professional development and new technology.

- Some 96.8% of urban school districts reported using their Title I funds to support after-school activities.

- Some 90.3% of urban school districts reported using their Title I funds to support family literacy programs and summer school programs.

- Some 83.9% of urban school districts reported using their Title I funds to support before-school activities; and 67.7% reported using their Title I funds to support pre-school programs.

Special Needs

Urban school districts educate unusually high numbers and percentages of students with special needs, particularly students with disabilities and English language learners. Title I, historically, has had restrictions on the degree to which it could serve students who were limited English proficient (LEP). These restrictions were eased in the last reauthorization of Title I, permitting local school systems to use their funding to meet the special needs of students still learning English. Urban school districts have used that new flexibility to provide an array of extra services to LEP students. (See figure 9).

- Some 81.3% of urban school districts reported using language appropriate instructional materials for Title I non-English speaking students.

- Some 78.1% of urban school districts reported requiring English instruction for Title I non-English speaking students.

- Some 65.6% of urban school districts reported improving test taking skills of Title I non-English speaking students.

- Some 62.5% of urban school districts reported providing summer school programs and 59.4% providing native language content instruction for Title I non-English speaking students.

Reform Models

With the passage of the Obey-Porter amendments to Title I, local school systems are likely to see greater use of various prepackaged school reform models. Many of these research-based reform strategies were developed to boost achievement with the kinds of students on which Title I focuses. These models did not evolve from either the 1994-95 reauthorization or from "Obey-Porter" as such, but have been in existence since the Ronald Edmonds work of the 1970's. Urban school districts have been using these research-based school reform models to a substantial degree to boost Title I student achievement scores. This study asked urban school districts about the prevalence of these models. (See figure 10).

- Some 78.1% of urban school districts reported using "Reading Recovery" to improve Title I achievement scores.

- Some 62.5% of urban school districts reported using "Success for All" to improve Title I achievement scores.

- Some 46.9% of urban school districts reported using "Accelerated Schools" to improve Title I achievement scores.

- Some 28.1% of urban school districts reported using either "Comer Schools" or "Roots and Wings" to improve Title I achievement scores.

- Some 25.0% of urban school districts reported using "Coalition of Essential Schools" to improve Title I achievement scores.

State Interventions

State education agencies provide assistance to low performing schools and school districts in the form of professional development, financial support, equipment, technical and other assistance. Urban school districts were asked to rate the three most effective services provided by the state to improve student achievement. (See figure 11).

- Some 62.5% of urban school districts rated the professional development provided by their state as an effective state Title I intervention for low performing schools.

- Some 25.0% of urban school districts rated additional financial assistance provided by the state as an effective state Title I intervention for low performing schools.

- Some 21.9% of urban school districts rated the state support teams provided by the state as an effective state Title I intervention for low performing schools.

- Only 3.1% of urban school districts rated state takeovers as an effective state Title I intervention for low performing schools.

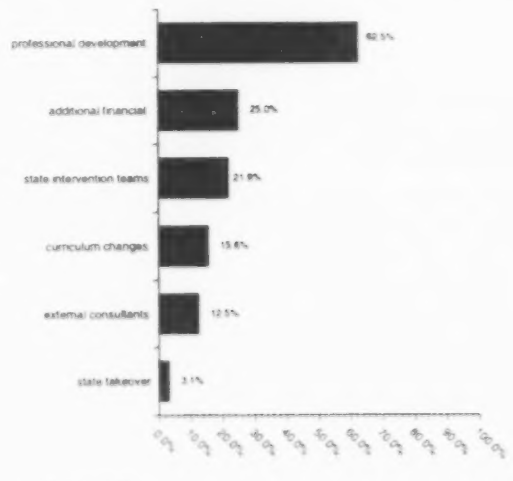
Achievement Scores

Improving student achievement is the ultimate goal of Title I. Other than National Assessment of Educational Progress (NAEP) test score data for students attending high poverty schools, there are few statistics available specifically on the effectiveness of the program, especially in urban areas. The task of measuring program results is difficult for a variety of reasons: (1) Each state/district has its own assessment system; (2) not all local school districts administer the same test to evaluate Title I; (3) not all districts administer the same test to evaluate Title I from year to year; (4) some districts administer norm-referenced tests, others use criterion-referenced measures; (5) not all districts administer tests at the same grade levels; (6) not all districts administer tests at the same time of the year; and (7) some districts exempt LEP students and students with disabilities, and some do not.

Figure 10. School Reform Models Used by Urban Districts 1997-98

N=32 school districts

Figure 11. Effectiveness of Interventions Provided by States to Urban Districts 1997-98



N=32 school districts

Figure 12. Percent of Urban Title I Students Scoring at or above the 25th Percentile in Reading and Mathematics 1996-97 and 1997-98

	Grade 4 (R)	Grade 8 (R)	Grade 4 (M)	Grade 8 (M)
1996-97	51.6%	51.5%	55.3%	54.5%
1997-98	59.3%	57.5%	54.2%	57.0%

Figure 13. Percent of Urban Title I Students Scoring at or above the 50th Percentile in Reading and Mathematics 1996-97 and 1997-98

	Grade 4 (R)	Grade 8 (R)	Grade 4 (M)	Grade 8 (M)
1996-97	24.8%	23.9%	30.8%	26.5%
1997-98	30.5%	26.1%	38.5%	29.1%

This study examined test score trends over both two-year and three-year periods for Title I students in grades 4 and 8 who took a norm-referenced assessment; and in grades 3 and 7 for students who took a criterion referenced assessment. Results were analyzed by measuring the numbers and percentages of Title I students scoring at or above specified percentiles at the end of each program year. Data were not disaggregated by race, sex, or other category because of limited response rates.

A total of 24 urban school districts provided detailed achievement data on the progress of their Title I students.[2] Some 21 of the 24 districts (87.5%) reported increases in reading test scores and 20 districts (83.3%) reported increases in math scores.

Some 19 urban school districts reported Title I norm-referenced reading and math test score data for 1996-97 and 1997-98 in grades 4 and 8. (See figures 12 and 13).

- The percent of urban school Title I students in grade 4 scoring at or above the 25th percentile in reading increased from 51.6% in 1996-97 to 59.3% in 1997-98.

- The percent of urban school Title I students in grade 4 scoring at or above the 50th percentile in reading increased from 24.8% in 1996-97 to 30.5% in 1997-98.

- The percent of urban school Title I students in grade 8 scoring at or above the 25th percentile in reading increased from 51.5% in 1996-97 to 57.5% in 1997-98.

- The percent of urban school Title I students in grade 8 scoring at or above the 50th percentile in reading increased from 23.9% in 1996-97 to 26.1% in 1997-98.

2 Responding districts included Atlanta, Baltimore, Boston, Broward County, Chicago, Dallas,Dayton, Denver, El Paso, Fort Worth, Fresno, Long Beach, Los Angeles, Memphis, Miami-Dade County, Nashville, New York City, Norfolk, Oklahoma City, Philadelphia, San Antonio, San Francisco, St. Paul, and Tucson.

- The percent of urban school Title I students in grade 4 scoring at or above the 25th percentile in math decreased from 55.3% in 1996-97 to 54.2% in 1997-98.

- The percent of urban school Title I students in grade 4 scoring at or above the 50th percentile in math increased from 30.8% in 1996-97 to 38.5% in 1997-98.

- The percent of urban school Title I students in grade 8 scoring at or above the 25th percentile in math increased from 54.5% in 1996-97 to 57.0% in 1997-98.

- The percent of urban school Title I students in grade 8 scoring at or above the 50th percentile in math increased from 26.5% in 1996-97 to 29.1% in 1997-98.

Thirteen of the urban school districts above reported Title I norm-referenced reading and math test score data for 1994-95, 1996-97, and 1997-98 in grades 4 and 8. (See figures 14 through 17).

- The percent of urban school Title I students in grade 4 scoring at or above the 25th percentile in reading increased from 41.1% in 1994-95 to 56.3% in 1997-98.

- The percent of urban school Title I students in grade 4 scoring at or above the 50th percentile in reading increased from 16.9% in 1994-95 to 26.3% in 1997-98.

- The percent of urban school Title I students in grade 8 scoring at or above the 25th percentile in reading increased from 40.8% in 1994-95 to 57.6% in 1997-98.

- The percent of urban school Title I students in grade 8 scoring at or above the 50th percentile in reading increased from 13.0% in 1994-95 to 23.1% in 1997-98.

- The percent of urban school Title I students in grade 4 scoring at or above the 25th percentile in math increased from 49.2% in 1994-95 to 58.5% in 1997-98.

Figure 14. Percent of Urban Title I Students Scoring at or above the 25th Percentile in Reading 1994-95, 1996-97 and 1997-98

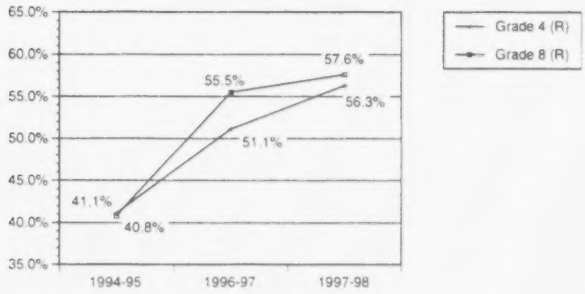


Figure 15. Percent of Urban Title I Students Scoring at or above the 50th Percentile in Reading 1994-95, 1996-97 and 1997-98

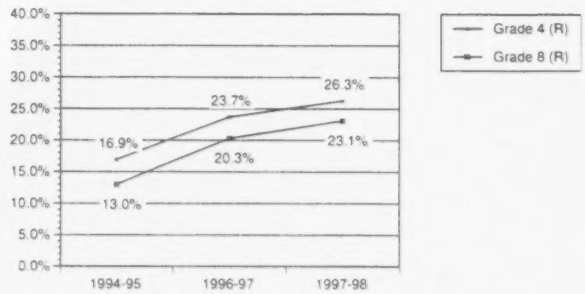


Figure 16. Percent of Urban Title I Students Scoring at or above the 25th Percentile in Mathematics 1994-95, 1996-97 and 1997-98

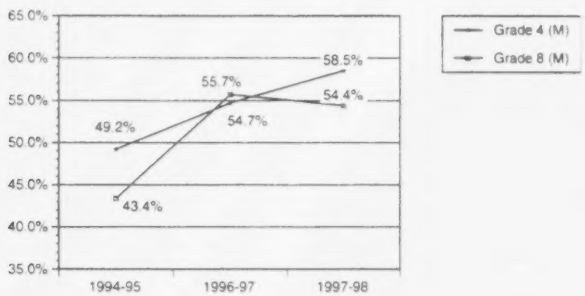
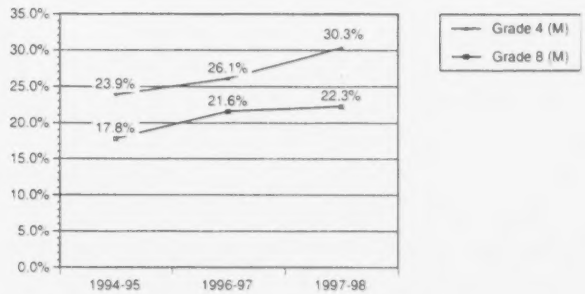


Figure 17. Percent of Urban Title I Students Scoring at or above the 50th Percentile in Mathematics 1994-95, 1996-97 and 1997-98



- The percent of urban school Title I students in grade 4 scoring at or above the 50th percentile in math increased from 23.9% in 1994-95 to 30.3% in 1997-98.

- The percent of urban school Title I students in grade 8 scoring at or above the 25th percentile in math increased from 43.4% in 1994-95 to 54.4% in 1997-98.

- The percent of urban school Title I students in grade 8 scoring at or above the 50th percentile in math increased from 17.8% in 1994-95 to 22.3% in 1997-98.

Some five urban school districts reported Title I criterion-referenced reading and math test score data for 1996-97, and 1997-98 in grades 3 and 7. (See figure 18).

- The percent of urban school Title I students in grade 3 scoring at or above the state's passing level in reading increased from 37.1% in 1996-97 to 44.8% in 1997-98.

- The percent of urban school Title I students in grade 7 scoring at or above the state's passing level in reading decreased from 53.8% in 1996-97 to 50.5% in 1997-98.

- The percent of urban school Title I students in grade 3 scoring at or above the state's passing level in math decreased from 41.8% in 1996-97 to 41.4% in 1997-98.

- The percent of urban school Title I students in grade 7 scoring at or above the state's passing level in math increased from 53.0% in 1996-97 to 57.9% in 1997-98.

Three of the above urban school districts reported Title I criterion-referenced reading and math test score data for 1994-95, 1996-97, and 1997-98 in grades 3 and 7. (See figures 19 and 20).

- The percent of urban school Title I students in grade 3 scoring at or above the state's passing level in reading increased from 15.8% in 1994-95 to 38.1% in 1997-98.

- The percent of urban school Title I students in grade 7 scoring at or above the state's passing level in reading increased from 21.9% in 1994-95 to 48.9% in 1997-98.

Figure 18. Percent of Urban Title I Students Attaining a Passing Score in Reading and Mathematics 1996-97 and 1997-98

	Grade 3 (R)	Grade 7 (R)	Grade 3 (M)	Grade 7 (M)
1996-97	37.1%	53.8%	41.8%	53.0%
1997-98	44.8%	50.5%	41.4%	57.9%

- The percent of urban school Title I students in grade 3 scoring at or above the state's passing level in math increased from 21.5% in 1994-95 to 36.3% in 1997-98.

- The percent of urban school Title I students in grade 7 scoring at or above the state's passing level in math increased from 17.2% in 1994-95 to 53.8% in 1997-98.

Figure 19. Percent of Urban Title I Students Attaining a Passing Score in Reading 1994-95, 1996-97 and 1997-98

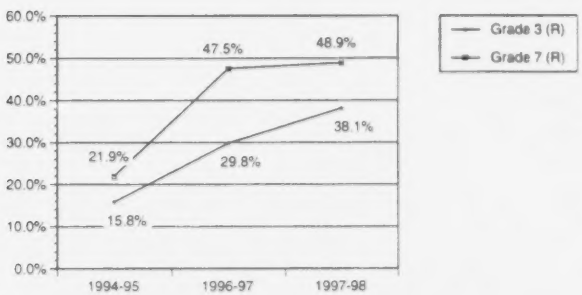
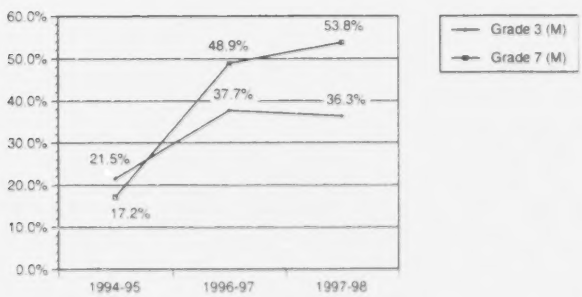


Figure 20. Percent of Urban Title I Students Attaining a Passing Score in Mathematics 1994-95, 1996-97 and 1997-98



School Improvement

The 1994-95 reauthorization of Title I established explicit timetables for states and school systems to develop and implement higher content and performance standards for program students. It also required that states establish specific targets for measuring "adequate yearly progress". Urban school districts were asked to specify the criteria they used and the number of schools that had been designated as needing "school improvement" under the federal program. (See figures 21 and 22).

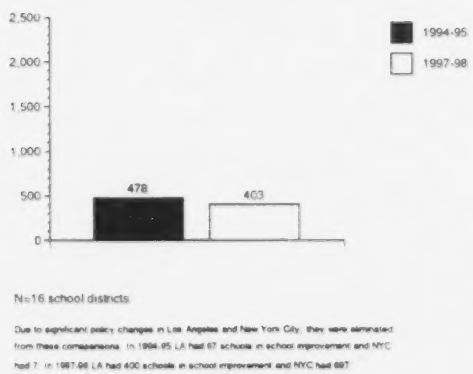
- The number of urban Title I schools that were designated for "school improvement" declined from 478 in 1994-95 to 403 in 1997-98 (-15.7%).

- Some 87.5% of urban school districts reported that they used their statewide assessments to determine "adequate yearly progress" under Title I (sometimes in combination with local assessments).

- Some 34.4% of urban school districts reported that they used a locally determined assessment to determine "adequate yearly progress" under Title I (sometimes in combination with state assessments).

- Some 25.0% of urban school districts reported that they used average daily attendance to determine "adequate yearly progress" under Title I; 18.8% reported using dropout rates; and 9.4 reported using grade point averages.

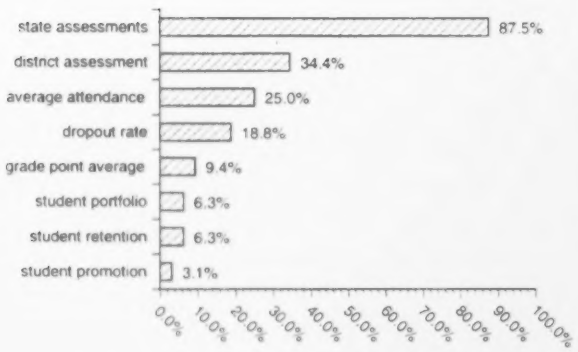
Figure 21. Number of Urban Schools in School Improvement 1994-95 and 1997-98



N=16 school districts

Due to significant policy changes in Los Angeles and New York City, they were eliminated from these comparisons. In 1994-95 LA had 67 schools in school improvement and NYC had 7. In 1997-98 LA had 400 schools in school improvement and NYC had 697.

Figure 22. Criteria Used to Determine Adequate Yearly Progress (AYP) 1997-98



N=32 school districts

- Some 81.3% of urban school districts reported using small group sessions when testing Title I students with disabilities; and 56.3% used small group sessions when testing Title I LEP students.

- About 75.0% of urban school districts reported providing assistance with test directions (but not test items) when testing Title I students with disabilities; and 34.4% provided such assistance when testing Title I LEP students.

- Some 62.5% of urban school districts reported providing additional testing time for Title I students with disabilities; but only 18.8% provided extra testing time for Title I LEP students.

- Some 62.5% of urban school districts reported allowing a proctor to read questions in English when testing Title I students with disabilities; and 21.9% allowed such assistance when testing Title I LEP students.

Testing Accommodations

The 1994-95 reauthorization broadened the eligibility and participation of limited English proficient (LEP) students and students with disabilities. Urban schools, which serve large numbers of students with special needs, made a number of accommodations in the ways they tested Title I students with disabilities or who were English language learners. (See figures 23 through 25).

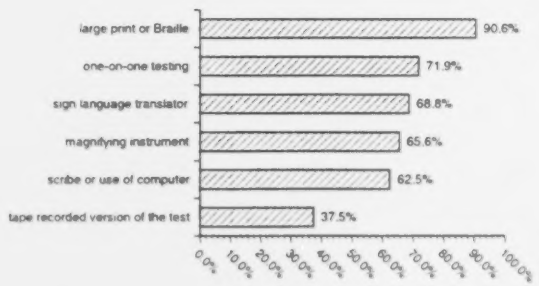
- Some 90.6% of urban school districts reported using large print or Braille when testing Title I students with disabilities; and 65.6% reported permitting students to use magnifying instruments.

- Some 71.9% of urban school districts reported using one-on-one testing when testing Title I students with disabilities; and 62.5% reported using scribes or computers when testing Title I students with disabilities.

- Some 68.8% of urban school districts reported using sign language translators when testing Title I students with disabilities; and 37.5% reported using tape recorded versions of tests with Title I students with disabilities.

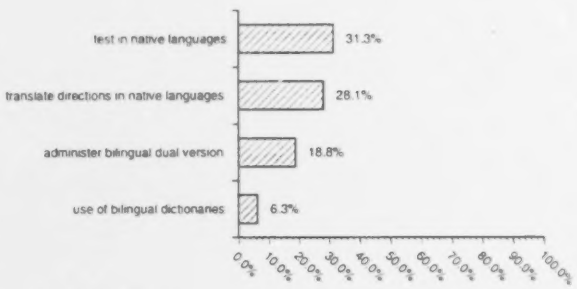
- Some 31.3% of urban school districts reported testing their Title I LEP students in their native languages; 28.1% reported translating test directions for their Title I LEP students into their native languages; and 18.8% administered bilingual dual-language versions of their tests.

Figure 23. Special Testing Accommodations for Students with Disabilities in Title I 1997-98



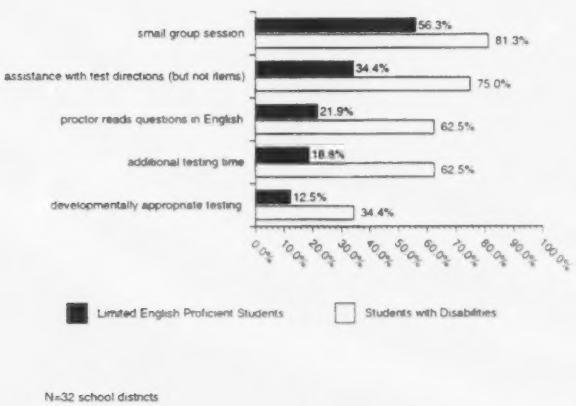
N=32 school districts

Figure 24. Special Testing Accommodations for Limited English Proficient Students in Title I 1997-98



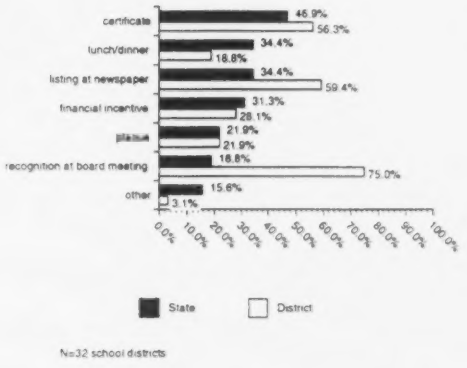
N=32 school districts

Figure 25. Testing Accommodations for Limited English Proficient Students and Students with Disabilities in Title I 1997-98



N=32 school districts

Figure 26. Methods Used to Recognize High Achieving Urban Schools by the State and the District 1997-98



N=32 school districts

Recognizing Progress

Not until recently have educational policymakers begun to consider how Title I and other federal programs could better use incentives for successful practice. This study asked about the use of financial rewards, but did not devote special attention to the effectiveness or prevalence of incentives, bonuses, or other ways of spurring accountability. Urban schools districts were asked, however, about more traditional means of recognizing student and school achievement gains in Title I at the state and local levels. (See figure 26).

- Some 75.0% of urban school districts reported that their high achieving schools were recognized at presentations at local school board meetings; and 18.8% at state school board meetings.

- Some 56.3% of urban school districts reported that their high achieving schools were recognized with district certificates of some type; and 46.9% with state certificates.

- Some 28.1% of urban school districts reported that their high achieving schools were recognized with financial incentives by their districts; and 31.3% by their states.

- Some 18.8% of urban school districts reported that their high achieving schools are recognized by their districts with special lunches or dinners; and 34.4% by their states with special lunches or dinners.

Site-Based Management

Federal legislation does not explicitly require site-based management or operation of the Title I program. Policymakers and advocates at all levels, however, have argued in favor of more site-based or school control over programming to improve the quality of decision-making and to enhance program ownership. This perspective was reflected in the 1994-95 reauthorization of Title I, and changes in the program have clearly had an impact at the school level. (See figure 27).

- Virtually 100.0% of urban school districts reported an increase in school-based staff decision-making since the last reauthorization.

- Some 96.7% of urban school districts reported an increase in Title I parent participation in local school decision making and an increase in the flexibility that individual schools had in designing their own Title I program.

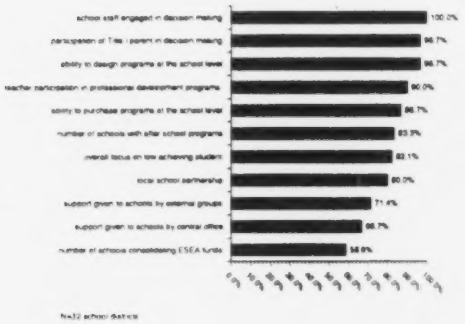
- Some 90.0% of urban school districts reported an increase in teacher participation in professional development opportunities.

- Some 86.7% of urban school districts reported an increase in the ability to purchase programs at the local school level.

- Some 83.3% of urban school districts reported an increase in the number of after-school programs implemented by individual schools.

- Some 80.0% of urban school districts reported

Figure 27. Urban Districts Reporting Increases in Site-Based Management Activities 1994-95 to 1997-98



N=32 school districts

an increase in the number of local school partnerships with outside entities.

- Some 58.6% of urban school districts reported an increase in the number of schools consolidating ESEA funds.

Parent and Community Involvement

Longstanding research has indicated that student academic performance is improved with strong and sustained parental involvement. The 1994-95 reauthorization of Title I cited this research in approving sweeping changes in how schools were to work with parents and parent groups. Improving parent involvement in urban schools was imperative because of low student achievement and poor parent participation in formal school activities. Urban school districts report significant improvements in this area since the last reauthorization. (See figures 28 and 29).

- Some 90.6% of urban school districts reported increased parental participation since the last reauthorization in schoolwide planning; 84.4% reported increased parental use of family resource centers; 56.3% reported increased parental involvement in school personnel selection; and 46.9% reported increased parental involvement in school curriculum development.

- Some 81.3% of urban school districts reported increased parental participation since the last reauthorization in family literacy; 78.1% in mentoring; 75.0% in professional development; and 68.8% in classroom activities.

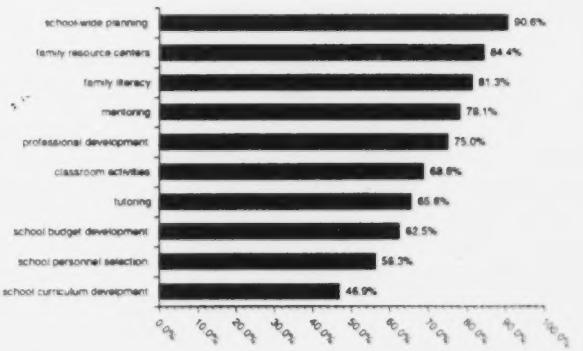
- Some 87.5% of urban school districts reported that they attempted to increase Title I parental involvement by designating staff to work with parents; 84.4% by scheduling additional time for parent meetings and by conducting parent training activities.

- Some 81.3% of urban school districts reported that they attempted to increase Title I parental involvement by involving community-based organizations, and by urging parents to attend student performances.

- Some 75.0% of urban school districts reported that they conducted special mailings to Title I parents; 78.1% designated parents to work with other parents to improve involvement.

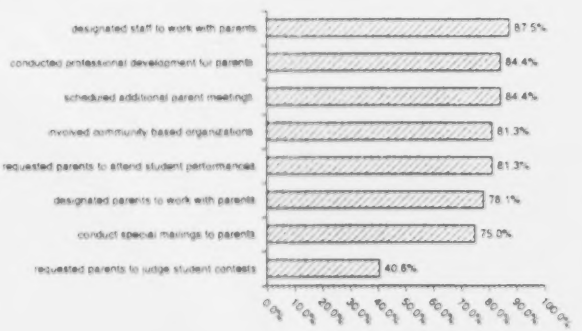
- Some 82.1% of urban school districts reported that they mailed test score results home to parents of Title I students; 71.4% sent results home with students.

Figure 28. Urban Districts Reporting Increases in Parent Participation Rate by Activity 1994-96 to 1997-98



N=32 school districts

Figure 29. Activities Designed to Increase Involvement of Title I Parents 1997-98



N=32 school districts

Discussion

Results of this survey indicate that the 1994-95 reauthorization of Title I had a substantial impact in the Great City Schools in terms of who the program serves, how it is operated, and what results it achieves. The number of students and schools benefiting from the program increased significantly according to study results. This growth was partially the result of increased funding and partially the result of changing the eligibility of schools designated as "schoolwide." The number of such schools more than doubled.

In addition, the number of eligible students in private schools served by Title I increased over the same period. The number of private schools served also increased. This trend is important because of the difficulty public schools were having implementing the *Aguilar v. Felton* decision, which had resulted in a decline in services to eligible private school youngsters.

The survey also showed that a substantial number and percentage of urban school districts now have content and performance standards in place for their Title I students. About 90% of the responding urban school districts reported that they had reading and math standards in at least some of their grades. Clearly additional work is needed to expand the number of urban districts and grade levels with content and performance standards. Additional work is also necessary to improve the quality of the standards and the professional development to implement them. Still, the work that has been accomplished since the 1994-95 reauthorization to raise standards in urban schools has been significant.

Urban school districts appear to be pursuing a growing national consensus on how to improve achievement. This study found that reducing class sizes, using research-based reforms, improving professional development, spurring parental involvement, and raising academic standards were believed by urban school districts to be the most successful ways of increasing student performance with Title I resources. Urban school districts are also finding unique ways to mesh these approaches with the needs of English language learners and students with disabilities.

State interventions into urban schools and low-performing schools were given somewhat mixed reviews, as were other outside interventions. But professional development provided by the state was rated as one of the most effective services that states were providing to urban school districts. Urban schools repeatedly indicate their need for professional development from whoever can provide it.

The most important findings from the study, however, involved student achievement. Test data were especially heartening, as 21 of the 24 responding urban school districts showed increased Title I reading achievement and 20 of the 24 showed increased Title I math achievement. Gains were particularly strong over a three-year period and in 4th grade and in reading.

In addition, the data show the percentage of Title I students below the 25th percentile to be declining over two and three-year periods, and conversely, the percentage of Title I students above both the 25th and 50th percentiles (i.e., the national norm) to be increasing. Performance levels continue to be low in reading and math even after three years, but the improvement is steady and substantial.

These results, are not a substitute for a program evaluation. The data should be interpreted with caution for the reasons cited in the text. In addition, they do not constitute test scores *per se* but are percentages of students scoring within specified performance bands on whatever test they were given. This method is not perfect, but in the absence of a national test or a national assessment, it is the about best surrogate.

Finally, urban school systems reported that parent involvement is improving. The Great City Schools are using their Title I funds to spur parental participation with greater outreach, training, family literacy activities, and staff deployment. Local school-site decision-making is increasing and parent involvement is growing, according to survey results.

Despite the study's limitations, its results suggest a number of things. First, the standards-based approach to Title I initiated in the 1994-95 reauthorization is bearing fruit in urban schools. Its implementation may not be as fast as everyone desires and quality may not yet be as high as everyone may wish, but the direction of reform is paying off in better student performance. Acknowledging progress while finding ways to accelerate it ought to be the direction of the coming Title I reauthorization rather than pursuing a different track.

Second, "schoolwide" reforms make a difference in student performance, but policymakers may wish to be cautious in how they implement this approach with Title I funding so that resources are not diluted. Last, the current fifty-state assessment system—however useful in each state—frustrates one's ability to determine how Title I performs nationally. Congress and the U.S. Department of Education may wish to authorize a more complete evaluation of the program for the next period.

We hope that this analysis, in the meanwhile, is useful and encouraging.

Appendix A:

Title I Data by District

Table 1.

Urban District and Title I Enrollments

	1994-95			1997-98		
District	Dist. Enr.	Title I Enr.	% Title I	Dist. Enr.	Title I Enr.	% Title I
ATLANTA	NA	33,475	NA	59,843	50,807	84.9%
BALTIMORE*	113,428	17,496	15.4%	108,754	9,815	9.0%
BIRMINGHAM	NA	8,523	NA	41,133	25,120	61.1%
BOSTON	61,489	10,622	17.3%	62,593	60,466	96.6%
BROWARD COUNTY	199,255	83,102	41.7%	219,551	66,424	30.3%
BUFFALO	47,595	10,760	22.6%	41,919	20,054	47.8%
CHICAGO	407,241	86,742	21.3%	430,230	331,187	77.0%
DALLAS	NA	19,435	NA	149,986	138,994	92.7%
DAYTON	27,569	5,285	19.2%	25,615	7,851	30.7%
DENVER	62,773	10,577	16.8%	64,776	12,825	19.8%
DETROIT	170,855	77,836	45.6%	169,406	114,512	67.6%
EL PASO	64,880	15,394	23.7%	61,236	34,480	56.3%
FRESNO	77,023	37,574	48.8%	78,139	55,056	70.5%
FT. WORTH*	72,342	6,944	9.6%	75,627	32,978	43.6%
HOUSTON	202,149	99,441	49.2%	199,949	121,583	60.8%
JEFFERSON	NA	NA	NA	NA	NA	NA
LONG BEACH	NA	NA	NA	NA	NA	NA
LOS ANGELES	632,973	354,962	56.1%	655,732	483,702	73.8%
MEMPHIS	108,643	29,864	27.5%	109,361	55,374	50.6%
MIAMI-DADE	321,615	50,204	15.6%	336,673	112,511	33.4%
MINNEAPOLIS	45,187	9,555	21.1%	48,693	22,739	46.7%
NASHVILLE*	71,574	6,964	9.7%	67,805	14,693	21.7%
NEW YORK CITY	1,022,534	250,000	24.4%	1,074,000	442,203	41.2%
NEWARK	46,541	9,963	21.4%	43,806	16,862	38.5%
NORFOLK	36,479	7,187	19.7%	36,228	8,751	24.2%
OKLAHOMA CITY*	39,053	5,825	14.9%	37,675	18,107	48.1%
PHILADELPHIA	NA	117,979	NA	202,715	120,254	59.3%
SAN ANTONIO	60,419	18,815	31.1%	58,540	24,766	42.3%
SAN DIEGO	NA	NA	NA	NA	NA	NA
SAN FRANCISCO	61,340	14,921	24.3%	60,998	27,591	45.2%
ST. LOUIS	41,054	14,708	35.8%	44,442	18,214	41.0%
ST. PAUL	40,732	7,089	17.4%	44,620	14,730	33.0%
TOLEDO	39,021	8,782	22.5%	38,990	10,710	27.5%
TUCSON	NA	NA	NA	NA	NA	NA
TOTAL	4,073,764	1,430,024	35.1%	4,649,035	2,473,359	53.2%

* District enrollment from 1996-97 was used for 1997-98 school year.

It was necessary to approximate the Title I enrollment for NYC during the 1994-95 school year due to problems with data availability.

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Table 2.

Number of Title I Schools by Program

		1994-95			1997-98		
District	Total Schools*	School-wide	Targeted	Title I Totals	School-wide	Targeted	Title I Totals
ATLANTA	99	NA	NA	NA	NA	NA	NA
BALTIMORE	182	37	43	80	93	43	136
BIRMINGHAM	80	0	58	58	58	0	58
BOSTON	126	60	54	114	114	1	115
BROWARD COUNTY	193	56	0	56	74	0	74
BUFFALO	78	6	48	54	34	22	56
CHICAGO	567	57	305	362	243	192	435
DALLAS	NA	18	83	101	179	0	179
DAYTON	NA	4	28	32	9	23	32
DENVER	NA	0	76	76	10	47	57
DETROIT	265	67	171	238	226	10	236
EL PASO	84	16	28	44	58	1	59
FRESNO	90	29	45	74	59	16	75
FT. WORTH	113	32	29	61	59	0	59
HOUSTON	272	126	37	163	188	0	188
JEFFERSON COUNTY	150	14	68	82	NA	NA	NA
LONG BEACH	88	29	18	47	59	11	70
LOS ANGELES	661	8	302	310	176	279	455
MEMPHIS	162	79	NA	NA	88	NA	NA
MIAMI-DADE	NA	NA	NA	NA	NA	NA	NA
MINNEAPOLIS	NA	5	55	60	65	NA	NA
NASHVILLE	NA	10	22	32	34	NA	NA
NEW YORK CITY	1136	199	489	688	378	386	764
NEWARK	82	14	23	37	20	33	53
NORFOLK	48	NA	NA	NA	NA	NA	NA
OKLAHOMA CITY	86	9	43	52	41	14	55
PHILADELPHIA	287	120	49	169	171	0	171
SAN ANTONIO	NA	13	70	83	85	NA	NA
SAN DIEGO	NA	56	32	88	22	79	101
SAN FRANCISCO	138	1	41	42	46	18	64
ST. LOUIS	107	19	69	88	37	50	87
ST. PAUL	65	13	17	30	25	4	29
TOLEDO	62	2	25	27	8	23	31
TUCSON	NA	NA	NA	NA	NA	NA	NA
TOTAL	5,221	1,099	2,328	3,348	2,659	1,252	3,639

* Total schools from 1996-97 school year.

Table 3.

Number of Private Schools and Students Receiving Title I Assistance by Urban District

DISTRICT	1994-95 # of Private Schools	1994-95 # of Private Students	1997-98 # of Private Schools	1997-98 # of Private Students
ATLANTA	NA	NA	NA	NA
BALTIMORE	36	1,422	NA	606
BIRMINGHAM	3	72	4	140
BOSTON	40	2,276	36	NA
BROWARD COUNTY	15	254	13	100
BUFFALO	21	844	22	728
CHICAGO	120	7,709	97	7,875
DALLAS	15	367	11	438
DAYTON	9	NA	10	NA
DENVER	11	403	9	351
DETROIT	30	1,697	23	1,158
EL PASO	3	225	3	119
FRESNO	4	240	7	307
FORT WORTH	5	240	5	252
HOUSTON	23	1,044	28	1,050
JEFFERSON	NA	NA	NA	NA
LONG BEACH	9	418	14	561
LOS ANGELES	71	12,795	106	20,301
MEMPHIS	13	239	9	221
MIAMI-DADE	11	842	11	512
MINNEAPOLIS	24	686	23	996
NASHVILLE	11	146	8	74
NEW YORK CITY	246	21,932	260	21,500
NEWARK	12	1,597	14	1,728
NORFOLK	NA	NA	NA	NA
PHILADELPHIA	49	7,336	85	14,420
OKLAHOMA	6	123	6	149
SAN ANTONIO	28	952	28	1,128
SAN DIEGO	17	1,259	20	1,211
SAN FRANCISCO	43	2,647	34	775
ST. LOUIS	NA	NA	NA	NA
ST. PAUL	39	10,606	42	9,161
TOLEDO	9	648	14	759
TUCSON	NA	NA	NA	NA
TOTAL	923	79,019	942	86,620

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Table 4.

Content and Performance Standards in Reading and Mathematics by Urban District

District	Content Standards						Performance Standards					
	Reading			Mathematics			Reading			Mathematics		
	Elem.	Mid.	High	Elem.	Mid.	High	Elem.	Mid.	High	Elem.	Mid.	High
ATLANTA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
BALTIMORE	No	No	No	No	No	No	No	No	No	No	No	No
BIRMINGHAM	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
BOSTON	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
BROWARD COUNTY	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
BUFFALO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CHICAGO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
DALLAS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
DAYTON	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
DENVER	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
DETROIT	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
EL PASO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
FORT WORTH	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
FRESNO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
HOUSTON	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No
JEFFERSON COUNTY	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
LONG BEACH	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
LOS ANGELES	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
MEMPHIS	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
MIAMI-DADE	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
MINNEAPOLIS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
NASHVILLE	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
NEW YORK CITY	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
NEWARK	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
NORFOLK	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
OKLAHOMA	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No
PHILADELPHIA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SAN ANTONIO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SAN DIEGO	No	No	No	No	No	No	No	No	No	No	No	No
SAN FRANCISCO	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
ST. LOUIS	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	No	No	No
ST. PAUL	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
TOLEDO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
TUCSON	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TOTAL DISTRICTS	30	30	27	29	29	27	25	25	22	24	24	22

Table 5.

Accommodations Used by Urban Districts When Testing Title I LEP Students

District	Proctor Reads Questions in English	Assistance with Test Directions	Additonal Testing Time	Small Group Session	Developmentally Appropriate Testing
ATLANTA	No	Yes	No	Yes	No
BALTIMORE	Yes	Yes	No	Yes	No
BIRMINGHAM	No	Yes	No	Yes	No
BOSTON	No	Yes	No	Yes	No
BROWARD COUNTY	No	Yes	Yes	Yes	No
BUFFALO	Yes	Yes	Yes	Yes	Yes
CHICAGO	No	No	No	No	No
DALLAS	Yes	Yes	No	No	Yes
DAYTON	No	No	No	No	No
DENVER	No	No	No	Yes	No
DETROIT	No	Yes	No	Yes	No
EL PASO	No	Yes	No	No	No
FORT WORTH	No	No	No	No	No
FRESNO	No	No	No	No	No
HOUSTON	No	Yes	No	No	Yes
JEFFERSON COUNTY	Yes	Yes	No	Yes	No
LONG BEACH	No	No	No	No	No
LOS ANGELES	No	No	No	No	No
MEMPHIS	No	No	No	Yes	No
MIAMI-DADE	No	No	No	No	No
MINNEAPOLIS	No	Yes	Yes	Yes	No
NASHVILLE	Yes	No	No	Yes	No
NEW YORK CITY	No	No	No	No	Yes
NEWARK	No	No	No	No	No
NORFOLK	NA	NA	NA	NA	NA
OKLAHOMA	No	Yes	No	Yes	No
PHILDELPHIA	Yes	Yes	Yes	Yes	Yes
SAN ANTONIO	Yes	Yes	No	Yes	No
SAN DIEGO	No	No	No	No	No
SAN FRANCISCO	No	Yes	No	Yes	No
ST LOUIS	Yes	Yes	Yes	Yes	No
ST PAUL	No	Yes	No	Yes	No
TOLEDO	No	No	Yes	No	No
TUCSON	NA	NA	NA	NA	NA
TOTAL DISTRICTS	8	18	6	18	5

Table 6.

Urban Districts Testing Title I LEP Students in Native Languages

District	Test in Native Language	Language	Language	Language	Language
ATLANTA	No				
BALTIMORE	No				
BIRMINGHAM	No				
BOSTON	No				
BROWARD COUNTY	No				
BUFFALO	No				
CHICAGO	Yes	Spanish			
DALLAS	Yes	Spanish			
DAYTON	No				
DENVER	Yes	Spanish			
DETROIT	No				
EL PASO	Yes	Spanish			
FORT WORTH	Yes	Spanish			
FRESNO	Yes	Spanish			
HOUSTON	No				
JEFFERSON COUNTY	No				
LONG BEACH	No				
LOS ANGELES	No				
MEMPHIS CITY	No				
MIAMI-DADE	No				
MINNEAPOLIS	No				
NASHVILLE	No				
NEW YORK CITY	Yes	Spanish	Chinese	Haitian Creole	Russian
NEWARK	Yes	Spanish	Portuguese		
NORFOLK	NA				
OKLAHOMA CITY	No				
PHILADELPHIA	Yes	Spanish			
SAN ANTONIO	Yes	Spanish			
SAN DIEGO	No				
SAN FRANCISCO	Yes	Spanish			
ST. LOUIS	No				
ST. PAUL	No				
TOLEDO	No				
TUCSON	NA				

Table 7.

Urban Schools Identified for School Improvement

District	1994-95	1997-98
ATLANTA	0	57
BALTIMORE	NA	27
BIRMINGHAM	15	5
BOSTON	31	20
BROWARD COUNTY	25	2
BUFFALO	1	2
CHICAGO	127	58
DALLAS	12	11
DAYTON	NA	NA
DENVER	19	NA
DETROIT	30	NA
EL PASO	8	NA
FORT WORTH	11	2
FRESNO	3	10
HOUSTON	35	NA
JEFFERSON COUNTY	NA	NA
LONG BEACH	30	29
LOS ANGELES	67	400
MEMPHIS	58	NA
MIAMI-DADE	29	21
MINNEAPOLIS	18	NA
NASHVILLE	12	NA
NEW YORK CITY	7	697
NEWARK	6	0
NORFOLK	NA	NA
OKLAHOMA	9	8
PHILADELPHIA	NA	NA
SAN ANTONIO	15	2
SAN DIEGO	0	NA
SAN FRANCISCO	10	NA
ST. LOUIS	15	NA
ST. PAUL	21	2
TOLEDO	NA	NA
TUCSON	NA	NA
TOTAL	614	1353

** Data for Los Angeles and New York City have been excluded. Policy changes created large increases in the number of schools in school improvement for both districts from 1994-95 to 1997-98. Los Angeles increased from 67 to 400 schools and New York City from 7 to 697 schools.

Table 8.
School Reform Models Used in Urban Title I Schools

District	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ATLANTA								Yes						Yes	Yes
BALTIMORE															
BIRMINGHAM								Yes						Yes	Yes
BOSTON			Yes	Yes		Yes		Yes	Yes		Yes				
BROWARD COUNTY		Yes	Yes									Yes	Yes		Yes
BUFFALO														Yes	Yes
CHICAGO				Yes				Yes			Yes			Yes	
DALLAS								Yes						Yes	Yes
DAYTON				Yes				Yes							Yes
DENVER														Yes	Yes
DETROIT				Yes				Yes			Yes			Yes	
EL PASO								Yes					Yes	Yes	
FORT WORTH														Yes	
FRESNO											Yes			Yes	
HOUSTON			Yes	Yes				Yes			Yes			Yes	
JEFFERSON COUNTY			Yes							Yes	Yes			Yes	
LONG BEACH			Yes								Yes			Yes	
LOS ANGELES								Yes					Yes	Yes	Yes
MEMPHIS	Yes	Yes			Yes		Yes	Yes	Yes		Yes	Yes	Yes		Yes
MIAMI-DADE	Yes	Yes	Yes	Yes	Yes	Yes		Yes			Yes	Yes	Yes		
MINNEAPOLIS								Yes					Yes		
NASHVILLE							Yes	Yes			Yes		Yes	Yes	
NEW YORK CITY			Yes	Yes			Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes
NEWARK								Yes						Yes	
NORFOLK	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
OKLAHOMA														Yes	
PHILADELPHIA	Yes	Yes			Yes			Yes			Yes	Yes		Yes	
SAN ANTONIO		Yes						Yes	Yes		Yes	Yes	Yes	Yes	
SAN DIEGO			Yes	Yes				Yes						Yes	
SAN FRANCISCO				Yes				Yes			Yes			Yes	Yes
ST. LOUIS											Yes			Yes	
ST. PAUL								Yes						Yes	
TOLEDO														Yes	Yes
TUCSON															
TOTAL DISTRICTS	3	5	8	9	3	2	3	21	4	1	15	6	9	25	12

Reform Models

1=Atlas Communities
2=Co-NECT
3=Coalition of Essential Schools
4=Yale child Study Center/School Development Center
5=Audrey Cohen College System of Education
6=Purpose-centered education
7=Equity 2000
8=Success for All
9=Expeditionary Learning/Outward Bound
10=Urban Learning Centers
11=Accelerated Schools
12=Modern Red Schoolhouse
13=Roots and Wings
14=Reading Recovery
15=Other

Table 9.

Activities to Increase Parental Involvement

District	1	2	3	4	5	6	7	8	9
ATLANTA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
BALTIMORE	NA	NA	NA	NA	NA	NA	NA	NA	NA
BIRMINGHAM	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes
BOSTON	Yes	Yes	Yes	No	Yes	No	No	No	No
BROWARD COUNTY	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
BUFFALO	Yes	Yes	Yes	No	Yes	No	No	No	Yes
CHICAGO	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
DALLAS	Yes	Yes	Yes	Yes	No	No	No	No	Yes
DAYTON	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
DENVER	Yes	No	Yes	Yes	No	No	Yes	Yes	No
DETROIT	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
EL PASO	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes
FORT WORTH	No	No	No	No	Yes	No	Yes	Yes	Yes
FRESNO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
HOUSTON	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
JEFFERSON COUNTY	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
LONG BEACH	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
LOS ANGELES	Yes	Yes	No	Yes	Yes	No	Yes	No	No
MEMPHIS	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
MIAMI-DADE	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
MINNEAPOLIS	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
NASHVILLE	Yes	Yes.	Yes	Yes	Yes	Yes	Yes	Yes	No
NEW YORK CITY	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
NEWARK	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes
NORFOLK	NA	NA	NA	NA	NA	NA	NA	NA	NA
OKLAHOMA	No	No	No	Yes	No	No	No	Yes	No
PHILADELPHIA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SAN ANTONIO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
SAN DIEGO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
SAN FRANCISCO	No	No	No	Yes	No	No	No	Yes	No
ST. LOUIS	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No
ST. PAUL	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes
TOLEDO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
TUCSON	NA	NA	NA	NA	NA	NA	NA	NA	NA
TOTAL DISTRICTS	28	25	26	27	27	13	24	26	10

1=Designated staff to work with parents
2=Designated parents to work with parents
3=Involved community-based organizations
4=Conducted professional development for parents
5=Scheduled additional parent meetings
6=Requested parents to judge student contests
7=Conducted special mailings to parents
8=Requested parents to attend student performances
9=Other

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Appendix B:

Sample Title I Program Descriptions

BIRMINGHAM

Grade Levels: Early Childhood, Elementary & Middle

Content Areas: All

Description of Strategy: All sixty-one (61) Title I schools in Birmingham have been designated schoolwide. Great effort has been made to coordinate Title I goals with school and district reform initiatives. All schools within the system participated in Effective Schools training over the last 3 years. As a result, schools have moved to site based management with Building Leadership Teams. The Building Leadership Teams are responsible for conducting and then implementing the results of annual school needs assessments. Decisions are made regarding program design, technology plans, personnel, and use of funds for the school year. In 1997, twenty-five Title I schools were designated as Alert Schools by the Alabama State Department of Education. That number was reduced in 1998 when only six schools were designated as Alert.

BOSTON

Grade Levels: All

Content Areas: Professional Development, Math

Description of Strategy: Boston staff provided sixteen one-hour inservice sessions to approximately 2,000 teachers. These courses used newly adopted instructional materials to address the Mathematics Learning Standards and to prepare teachers to deliver math instruction more effectively. The Math Learning Standards have been aligned with the SAT-9 (local assessment) and MSAAP (state assessment). The correlations were shared with administrators and math facilitators who were trained in how to make optimum use of data and how to provide similar professional development to colleagues at their schools.

BUFFALO

Grade Levels: Elementary/Middle

Content Areas: Reading

Description of Strategy: The goal of the Title I schoolwide project at School #18 is to improve language arts skills for students in grades 1-8. Several strategies were developed. First the traditional schedule was changed to a semi-modular schedule that provided students with a series of 75-minute language arts blocks that rotated through the grades (1-2,3-4,5-6,7-8). The second strategy involved using team teaching during the language arts block. This strategy eliminated the traditional remedial pullout service and initiated a push-in team-teaching strategy that focused on appropriate developmental instruction. The third strategy involved weekly team planning sessions that highlighted grade level concerns, theme development, and individual lesson plan preparation. School #18 was named a Title I School of Distinction in 1998.

DALLAS

Grade Levels: All

Content Areas: All

Description of Strategy: One strategy being used by the Dallas Independent School District emphasizes academic success for all students and has linked low-achieving students to the regular program. The School Community Council (SCC) and/or the Campus Improvement Planning (CIP) Committee recommended one or more research-based instructional programs to implement at each school. Schoolwide planning has included consideration of necessary staffing and professional development to achieve the goal of all students acquiring the knowledge and skills contained in the State's content standards. Substantial increases in student TAAS scores have resulted.

DAYTON

Grade Levels: Early Childhood/Elementary **Content Areas: Reading & Math**

Description of Strategy: Dayton has used three strategies to improve Title I performance: (1) Staff development: Training in student reading styles and implementing a more diagnostic approach to reading instruction; (2) Technical assistance: Resource teams functioning as teacher coaches, mentors, and program monitors who provide assistance to building principals in the program operations of Title I.; and (3) Parent Resource Centers: Operated by parent liaisons and which serve as hubs for parents to meet, receive information, pursue opportunities for involvement with ready access to resources to use in working with their children. Parent and staff surveys indicated Title I had a positive impact on student success.

DETROIT

Grade Levels: High School **Content Areas: All**

Description of Strategy: Detroit also targets ninth grade students who have been identified in the eighth grade as being at-risk of dropping out of school: overage in grade, low GPA, low state assessment scores, and have at least two of the state's at-risk criteria. Allocations were made to high schools on the basis of the number of ninth graders receiving free lunch. Each school develops a plan consistent with the district's ninth grade restructuring plan, which provided for one or more of the following: (1) Individualized 9th grade academic/support based on an in-depth eighth grade assessment of each student, (2) Ninth Grade Academy, (3) New and embellished ninth grade programs, including school-within-a-school plans and a variety of curricular offerings and (4) Addition of a ninth grade in some middle schools. A majority of the students have shown improvements in grade point average, credit hours earned, and Metropolitan Achievement Tests' (Reading and Mathematics) results.

FORT WORTH

Grade Levels: Elementary **Content Areas: Reading and Math**

Description of Strategy: Fort Worth's "Elementary Schools Initiative" (ESI) — Eight Title I schools were designated as ESI schools for the 1997-98 school year. Students attended school 200 days a year and received comprehensive health and social services. ESI schools also had a consistent focus on discipline. The school system now has fewer schools designated for school improvement by the State, dropping from 11 in 1994-95 to 2 in 1997-98.

FORT WORTH

Grade Levels: Early Childhood **Content Areas: Reading**

Description of Strategy: Reading Initiative – This strategy used by Fort Worth focuses on students in pre-kindergarten through grade 2. The district has a goal that all students must read by grade 2. Schools used Open Court or Reading Mastery. Breaking the Code was used for special education students and Esperanza is used for LEP students. Six of the seven ESI schools in 1997-98 showed an increase in the percent of students passing TAAS (Texas Assessment of Academic Skills) as compared to 1996-97.

FORT WORTH

Grade Levels: Elementary/Middle **Content Areas: Math**

Description of Strategy: Mathematics Initiative – Mathematics specialists were assigned to 28 elementary schools in Fort Worth. Special attention was paid to students in grades 3-5. The middle schools mathematics initiative provided inservice for teachers in middle schools. Five of the 10 schools were rated "Recognized" by the Texas Education Agency (TEA). One of the five schools was a ESI school.

LONG BEACH

Grade Levels: Elementary **Content Areas: Reading**

Description of Strategy: The grade 3 reading initiative in Long Beach states that every child will be a fluent reader by the end of the third grade. Students who are not fluent readers by the end of third grade were required to attend a summer tutorial reading program especially designed to help them overcome their reading difficulties. Fewer students are reading at the Pre K, emergent and Early readers' levels; and more students were reading at the newly fluent level. Due to the summer reading program, over 600 students met the district's criteria to become fluent readers.

LONG BEACH

Grade Levels: Early Childhood **Content Areas: Reading**

Description of Strategy: Reading Recovery is an early intervention program designed to reduce reading failure and is used by Long Beach. The short-term intervention program targets students having the greatest difficulty in reading in the first grade before they fall behind. Usually, the lowest 20% of the grade 1 students in reading are the target population. The intent of the program is to use effective strategies to help "at risk" students to read at average classroom levels. Seventy-nine percent of all English speaking students who entered the program met the criteria to exit. Eighty-three percent of all Spanish speaking students who entered the program met the criteria to exit.

MIAMI-DADE COUNTY

Grade Levels: All **Content Areas: Reading & Math**

Description of Strategy: In the 1995-96 school year, 40 Miami-Dade County Title I schools out of 100 were classified "Critically Low Performing" according to the State Performance Criteria. In response to that classification, the district initiated "Operation Safety Net." This initiative involved the implementation of the "Success for All" curriculum along with the introduction of computer instructional technology provided by Computer Curriculum Corporation and Jostens Learning Corporation. In addition, the state of Florida provided a writing intervention. During the 1996-97 school year this project was introduced to the schools and had its first full year of implementation during the 1997-98 school year. From the initial list of 40 Title I schools, only 25 remained on the list at the end of 1996-97.

MIAMI-DADE COUNTY

Grade Levels: All **Content Areas: Parental Involvement**

Description of Strategy: Although parent involvement had long been important in the Title I program, the last reauthorization brought parent involvement to a new level of importance in the Miami-Dade Title I schools. This district with its large number of poor and immigrant parents made a great effort to involve parents in their children's education. Each Title I school had a community involvement specialist, usually a parent from the community, who was charged with developing a positive relationship between the school and parents. Schools planned meetings and activities to bring parents into the buildings. Great effort was made to communicate with parents who were not proficient in English and to encourage participation. Various strategies were used throughout the year to accommodate parents from differing cultural backgrounds and to make parents feel welcome. A survey of principals found that in 1995-96 the average number of parental meetings was 26.7 with an average of 905.3 parents attending. In 1996-97 the average number of meetings was 27.8 with an average of 1,017.8 parents attending, a 12.4% increase in parent attendance.

MIAMI-DADE COUNTY

Grade Levels: Early Childhood/Elementary Content Areas: Reading & Math

Description of Strategy: Miami-Dade County's Chapter 1 Montessori program served 152 four year olds in pre kindergarten, 187 five year olds in kindergarten, and 609 students in grades one through three. The Chapter 1 Montessori program incorporated the Montessori methodology, usually associated with private school education, into a public school environment serving educationally needy children. Evaluations show that in pre-k, 76.4% of the evaluated students achieved a score of at least 85% on the Brigance Preschool Screen, exceeding the district objective of 51%. In Kindergarten, 82.7% of the evaluated students achieved a score of at least 85% on the Brigance K & 1 Screen, exceeding the district objective of 51%. Sixty-one percent of grade 1 students exceeded the district objective in reading (exceeding the 25th percentile on the reading comprehension subtest of the SAT). Students in grade 2 exceeded the district objective of an increase in reading and mathematics achievement scores of 3 percentile points. Grade 2 students averaged 4 percentile points in Reading Comprehension and 10 in Mathematics applications on the SAT. Grade 3 students exceeded the district objective of 3 percentile points in reading.

NEW YORK CITY--COMMUNITY SCHOOL DISTRICT #3

Grade Levels: Early Childhood/Elementary Content Areas: Math

Description of Strategy: CSD #3's mathematics Title I initiative focuses on professional development in order to build depth, both content and pedagogical skills, with teachers. To accomplish its goals, the district (1) adopted and approved curricula (TERC at the elementary school level and CMP at the middle school level) and (2) offered intensive on-site professional development (e.g., unit specific workshops, single topic workshops, on-site staff developers, etc.). The district's math initiative was supported with Title I, Title II, PCEN, NSF and tax levy monies. Community School District 3's mathematics scores increased 4.1 percentage points in 1998 compared to a city-wide gain of 2.7 percentage points.

NEW YORK CITY--COMMUNITY SCHOOL DISTRICT #8

Grade Levels: Elementary/Middle **Content Areas: Math**

Description of Strategy: Jumping Levels with Math Program (24 Math Challenge) is a district-wide program designed to help students solidify skills such as mental math, problem solving, concentration, pattern sensing, number sense, and critical thinking. Students "jump" levels by solving a given number of card problems with a specified time period. With every successful "jump", students receive an award sticker. There were additional incentives at pivotal levels. Monthly feedback is provided on mathematics achievement district-wide. Mathematics results have increased district-wide over the past several years on the California Achievement Test (CAT 5) in grades 3-8. Some 57% of students scored at or above grade level in 1998 compared to 44% in 1995.

NEW YORK CITY--COMMUNITY SCHOOL DISTRICT #8

Grade Levels: Early Childhood **Content Areas: Reading**

Description of Strategy: In response to the Chancellor's initiative to ensure student literacy with particular emphasis on early childhood education, community School District 18 developed a Grade 2 Early Intervention Reading program. The program began in 1996-97 school year. An experienced teacher worked two days per week in each elementary school with groups of six children and provided intensive instruction for identified at-risk second graders. The Modern Curriculum Press, Ready Readers Program was used. Teachers participated in training sessions provided by the publisher. This scripted, balanced literacy program provided students with activities that developed phonetic awareness and strategies that improved phonics, decoding and reading comprehension skills within a print rich environment. A Grade 2 Early Intervention Reading Program (EIRP) Assessment Checklist was developed by the district director of communication arts. The EIRP teachers completed the assessment checklist twice for each second grader. In addition, the district administered grade 2 pre and post practice reading tests. Nineteen percent (19%) of EIRP students attained a raw score of 18 or better, out of 20 pretest items. On the posttest, 68.9% of the EIRP students achieved a raw score of 18 or better. Finally, a follow-up study was completed for third graders who had been in EIRP in grade two. Third grade classroom teachers of students participating in EIRP in grade 2 completed the assessment checklist. Results of the spring 1998 CTB Reading Exam indicate that 46% of the current third graders who were in EIRP in the second grade scored at or above the 50th percentile.

NEW YORK CITY--COMMUNITY SCHOOL DISTRICT #24

Grade Levels: All **Content Areas: Parental Involvement**

Description of Strategy: A parent developer position was established for all Title I schools in district #24. The Parent Developer Program was designed to provide parents in Community Schools District 24 with a meaningful program that facilitated a closer relationship between the school and the community. The district's parent developers were trained to help keep parents informed about their public schools. They also assisted in educating parents about parenting skills and enabled them to provide meaningful assistance to their children. The overall aim of the program is to develop a home-school partnership that would assist in acquiring effective parenting skills, increase understanding of the role of the home in enriching education and developing positive attitudes toward the community as a whole. Parent developers provided an ongoing series of workshops and programs on a variety of topics of interest to parents. These parent developers also participated in an annual Parenting Conference that allowed parents throughout the district an opportunity to share their concerns about current issues in education and the role that parents play.

NEW YORK CITY--COMMUNITY SCHOOL DISTRICT #29

Grade Levels: Elementary/Middle **Content Areas: Reading**

Description of Strategy: Students in district #29 who were most in need (children with scores in Quartile 1) were placed in a push-in, co-teaching reading program with licensed reading personnel where they were taught reading, writing and research skills using a literature based approach. Articulation time was built into the program for staff development and correlation to other content areas. Students participating in the program gained five percentage points (largest in Queens) in reading 1996-97; and gained 1.8 percentage points in 1997-98.

OKLAHOMA CITY

Grade Levels: Early Childhood **Content Areas: Reading & Math**

Description of Strategy: This strategy in Oklahoma City was designed to reduce class size as well as to extend the learning day. Kindergarten children with scores of 80% or below on the kindergarten Readiness Test (or scored a –1.2 Language Expression Deficit) received the regular district kindergarten program, and the Extended Day Kindergarten program for Title I. The EDK pupil-teacher ratio was 20/2 maximum (teacher and assistant) for 2.5 hours. Readiness skills in reading, language, speech development, mathematics, psychomotor, socialization skills, as well as the development of positive self-image was the major program thrust. The objective for kindergarten was to have 65% of all students at a site achieve scores of 81 or greater on the Brigance posttest. Substantial progress toward the goal was indicated when at least 55% of the students had a gain of 5 points or greater on the Brigance posttest when compared to pretest. Twenty-seven schools scored on the 90%ile or above on the post kindergarten screening test; 9 schools scored 82%ile or above on the post kindergarten screening test; and 4 schools scored 75%ile or above on the post kindergarten screening test. All schools had a gain of 5 points or more on the kindergarten posttest when compared with their pretest scores.

PHILADELPHIA

Grade Levels: All **Content Areas: Reading, Math, Science**

Description of Strategy: Beginning with 1994, Philadelphia made a concerted effort to align Title I programs and services with districtwide reforms. In 1995 the district was restructured into 22 clusters with a comprehensive high school as an anchor fed by neighboring middle and elementary schools. Between 1995 and 1997, all schools were subdivided into small learning communities of not more than 400 students. In 1996, the district adopted rigorous content standards designed to prepare all students to succeed in higher education and/or the workplace. In 1996 the district established a comprehensive accountability system, Performance Index. The first two-year cycle of the index measured growth in SAT-9 (mathematics, science, and reading) at grades 4,8, and 11, student promotion (K-8) and persistence (9-12), as well as staff and student attendance. In 1997 the district published the first edition of the Curriculum Frameworks. These frameworks provided teachers with grade-by-grade guidance on what to teach, how to teach, and how to assess standards at all grade levels. In 1998 the district adopted new graduation and promotion policies that established more challenging criteria for promotion to grades 5 and 9 as well as graduation. The first Performance Index Accountability Cycle ended in June, 1998.

ST. LOUIS

Grade Levels: Early Childhood/Elementary Content Areas: Reading

Description of Strategy: St. Louis uses Reading Recovery, an early intervention program designed to assist the lowest achieving first grade students develop effective strategies for reading and writing and to enable those students to become independent readers. A five-year plan for implementing Reading Recovery in the district's first grade classrooms was developed in November 1994 and approved by the Board of Education in 1995. The overall goal of the program is to substantially reduce the number of first graders at-risk of reading failure and to increase their chances of continued success in school. Eighty-three percent of the students participating in Reading Recovery attained a score equal to or higher than the average band on the end-of-year test in writing vocabulary; 86% on Hearing and Recording Sounds in Words and; 72% on Text Reading Level.

ST. PAUL

Grade Levels: Elementary Content Areas: Reading & Math

Description of Strategy: Non-public Title I students in St. Paul are provided with computer assisted instruction through the Computer Curriculum Company (CCC) software. The CCC Math program provided a comprehensive problem-solving environment for individual students. The program provided students with guided learning experiences that gave them opportunities to apply math concepts. The CCC Reading program developed functional reading skills with practical everyday materials. At the end of the year, students in the nonpublic schools made satisfactory gains in the reading area. Schools made more progress in reading than in mathematics.

ST. PAUL

Grade Levels: Early Childhood Content Areas: All

Description of Strategy: In St. Paul approximately 75 parents and 120 children from birth to kindergarten attended weekly classes that consisted of a half-hour of parent and child educational activities and an hour and a half of parent education and early childhood education. Parents focused on understanding child development, child rearing practices and preparing children for successful school achievement. Another 15 parents and 30 children participated in a three-day a week family literacy program which included parent and child activities parent education, English language instruction and early childhood education. Another 50 four-year-old children participated in a two-day a week class, which focused on preparing them for success in kindergarten. None of these children had participated in any other school readiness program. All classes served families in four different public housing projects. Seventy-five percent of the participating families were recent Hmong refugees.

TOLEDO

Grade Levels: Elementary Content Areas: Parental Involvement

Description of Strategy: The Title I Parent Partner – The Parent Partner served as a liaison between the home and the school. Their major functions were (1) informing parents and community about the Title I program, (2) tutoring (under the supervision of a Title I teacher) a small number of at-risk first grade students to reinforce skills, and (3) assisting in the development and operation of several schools' parent organization. Title I schools with Parent Partners reported more parental involvement than Title I schools without Parent Partners.